DOCUMENT RESUME

ED 278 630 SP 028 508

AUTHOR Guerrero, Frank; Hunt, Daniel M.
TITLE Nutrition Education and Training Program, 1985-86. Final Evaluation Report.
INSTITUTION New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE Dec 86
NOTE 28p.; Prepared by the Instructional Support Evaluation Unit.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Curriculum Development; Elementary Education; Food Service; Health Education; Inservice Teacher Education; *Nutrition Instruction; *Program Evaluation; *Program Implementation; *Teacher Workshops; Teaching Methods

ABSTRACT

The New York City Board of Education's Nutrition Education and Training Program was developed and implemented to improve the quality of nutrition education in elementary schools. The project's primary objectives were to: (1) provide elementary school teachers and food service personnel with enhanced knowledge of sound nutrition; (2) provide teachers with new classroom strategies for infusing nutrition education into the basic health education curriculum; (3) utilize the Nutrition Education Resource Project at Teachers College, Columbia University as a nutrition education support center for staff from the designated "100 schools"; and (4) conduct training workshops in the use of the revised K-3 supplemental nutrition education curriculum, "Nutrition Comes Alive." This report presents an overview of the Nutrition Education and Training Program for the 1985-86 school year, as well as an evaluation of the effectiveness of two regional training workshops held in April of 1986. Program funding, objectives, and population served are discussed in chapter one. The implemention and effectiveness of program activities are presented in chapter two. The participants' evaluation of the two regional training workshops are analyzed and presented in chapter three. There is also a discussion of the written comments and suggestions made by the workshop participants. The conclusions and recommendations of the report are offered in the final chapter. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED278630

NUTRITION EDUCATION AND
TRAINING PROGRAM
1985-86

OEA Evaluation Report

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Rutstein

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FINAL EVALUATION REPORT

December, 1986

NUTRITION EDUCATION AND
TRAINING PROGRAM
1985-86

Division of Curriculum and Instruction

Charlotte Frank
Executive Director

Office of Health,
Physical Education, and
School Sports

Sylvia Schechter
Director

Prepared by the
Instructional Support Evaluation Unit
Frank Guerrero, Unit Manager
Daniel M. Hunt, Evaluation Consultant

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director

It is the policy of the Board of Education not to discriminate on the basis of race, creed, national origin, age, handicapping condition, sexual orientation, or sex, in its educational programs, activities, and employment policies, as required by law. Any person who believes he or she has been discriminated against should contact: Carole Guerra, Local Equal Opportunity Coordinator, Office of Educational Assessment, 110 Livingston Street, Room 743, Brooklyn, New York 11201. Inquiries regarding compliance with appropriate laws may also be directed to: Mercedes A. Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Room 601, Brooklyn, New York; or the Director, Office of Civil Rights, U.S. Department of Education, 26 Federal Plaza, Room 33-130, New York, New York 10278.

A SUMMARY OF THE EVALUATION

The goal of the New York City Board of Education's Nutrition Education and Training Program is to develop and then implement ways to improve the quality of nutrition education in elementary schools. This goal was to be initially accomplished by means of staff training workshops, and student participation in the "100 Schools Program" at Teachers College, Columbia University.

During 1985-86 the project's main goals were to:

- Provide elementary school teachers and food service personnel with enhanced knowledge of sound nutrition.
- Provide teachers with new classroom strategies for infusing nutrition education into basic health education curriculum.
- Utilize the Nutrition Education Resource Project at Teachers College, Columbia University as a nutrition education support center for staff from the designated "100 Schools."
- Conduct training workshops in the use of the revised K-3 supplemental nutrition education curriculum, "Nutrition Comes Alive."

With funding provided by the New York State Education Department, two regional training workshops were conducted to instruct elementary school staff in the use of the above mentioned supplemental nutrition education curriculum. All participants were asked to fill out evaluation forms. The great majority of these participants reacted quite favorably to the stated goals and materials presented. In addition, 76 percent of the participants also responded with written comments. Of these, 58 percent were generally positive, with another 26 percent suggesting various ways in which the program might be expanded. Only 16 percent of the written comments were negative, with the most common complaints dealing with the presentation of the workshop, rather than its goals or actual materials presented.

The major recommendations of this evaluation are as follows:

- Conduct the regional training workshops in the autumn rather than April so as to preclude scheduling difficulties with end-of-year testing, and to give teachers more time to include the new nutrition curriculum in their lessons.

- Modify the presentation of the workshop to include more organized discussion and question and answer periods.

- Continue conducting class trips to the Nutrition Education Resource Project at Teachers College as an effective means of utilizing the resources there and engaging the interest of the students, parents, and teachers in the concepts and practices of sound nutrition.

- Continue publishing and distributing to the parents of students in participating classes the parent nutrition education newsletter. Also, continue to monitor the newsletter's effectiveness as a means of communicating nutritional information directly to the parents.

TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	
	Program Overview	1
	Program Objectives	2
	Scope of the Report	3
II.	PROGRAM ACTIVITIES	
	Needs Assessment Survey	5
	Class Trips to NERP	5
	Parent Nutrition Education Newsletter	6
	Telephone Nutrition Hotline	6
	Regional Training Workshops	7
III.	FINDINGS	
	Participants' Evaluation of Regional Training Workshops	9
	Participants' Comments and Recommendations	20
	Parent Nutrition Education Newsletter Pre- and Posttest	23
IV.	CONCLUSIONS AND RECOMMENDATIONS	
	Conclusions	24
	Recommendations	25

A LIST OF FIGURES AND TABLES

		PAGE
Figure 1:	Workshop Evaluation Responses - Combined for April 8th and 10th "IA. Providing information on nutritional needs of children"	14
Figure 2:	Workshop Evaluation Responses - Combined for April 8th and 10th "IB. Integrating nutrition education with other subject areas"	15
Figure 3:	Workshop Evaluation Responses - Combined for April 8th and 10th "IC. Classroom approaches to nutrition education"	16
Figure 4:	Workshop Evaluation Responses - Combined for April 8th and 10th "ID. Linking the classroom with the school cafeteria"	17
Figure 5:	Workshop Evaluation Responses - Combined for April 8th and 10th "IIA. The content was useful for improving classroom instruction?"	18
Figure 6:	Workshop Evaluation Responses - Combined for April 8th and 10th "IIB. I plan to use the content of this workshop in my instruction plan."	19
Table 1:	Mean Participant Evaluation Scores for April 8th Workshop	10
Table 2:	Mean Participant Evaluation Scores for April 10th Workshop	11
Table 3:	Mean Participant Evaluation Scores for Combined April 8th and 10th Workshop	12

I. INTRODUCTION

PROGRAM OVERVIEW

Program Purpose

The purpose of the Nutrition Education and Training Program was to establish ways in which the quality of nutrition education in elementary schools might be improved. This goal was to be initially accomplished by means of staff training workshops and student participation in the "100 Schools Program" at Teachers College, Columbia University.

Population Served

The 1985-86 school year was the first year of operation for the "100 Schools Program" which is an enhanced and more comprehensive version of the services that have been offered by Nutritional Education Resources Project (hereafter referred to as NERP) since 1982. The "100 Schools Program" was set up as a way in which the limited resources of the NERP at Teachers College might be evenly distributed throughout the various school districts of New York City. Rather than scheduling activities on a first-come-first-serve basis, the schedule was blocked so that the participating classes and staff came from three targeted schools in each of the 32 school districts of New York City. Instead of spreading activities and technical assistance over many schools, NERP directed all such available nutrition education resources at these designated 100 schools for maximum impact. Specific schools were targeted on the basis of income related criteria, because research has shown that low income

correlates significantly with greater incidence of health and nutrition problems. In order for a school to be eligible to participate, 70 percent of the students had to be eligible for free or reduced price school food programs.

Program Funding and Participating Agencies

The Nutrition Education and Training Program represents a collaborative effort of the following agencies and institutions: the New York City Board of Education's Divison of Curriculum and Instruction, Office of Health, Physical Education and School Sports; the New York City Board of Education's Office of School Food and Nutrition Services; Teachers College, Columbia University; Cornell University Cooperative Extension; the Bureau of Nutrition of the New York City Department of Health; and the Dairy Council. The funding for the two regional training workshops came from the New York State Education Department (S.E.D.). In addition, the S.E.D. assisted in the planning and implementation of staff training workshops. The S.E.D. Regional Coordinator presented a workshop on nutrition computer programs for elementary school teachers. The funding for the food and nutrition newsletter The Good Food News came from New York State Governor Cuomo's Nutrition Education Campaign.

PROGRAM OBJECTIVES

The Nutrition Education and Training Program had five main ojectives. They were as follows:

1. To provide elementary school teachers and food service

personnel with enhanced and accurate knowledge of nutrition, and to encourage more positive attitudes twoard nutrition education.

2. To provide workshops in the use of the revised Kindergarten through third grade supplemental nutrition education curriculum, "Nutrition Comes Alive."

3. To provide elementary school teachers with classroom techniques and strategies for infusing nutrition education into the basic health education curriculum.

4. To utilize the Nutrition Education Resources Project (NERP) at Teachers College as a nutrition education support center for teachers and food service personnel in the designated schools. Also, the NERP at Teachers College was to provide technical assistance to the participating "100 Schools," including a lending library of books, curriculum, posters, and films.

5. To provide nutrition computer programs for elementary school teachers in the designated "100 Schools."

SCOPE OF THE REPORT

This report presents an overview of the Nutrition Education and Training Program for the 1985-86 school year, as well as an evaluation of the effectiveness of two regional training workshops held in April of 1986. Program funding, objectives, and population served are discussed in Chapter I. The implementation and effectiveness of program activities are presented in Chapter II. The participants' evaluation of the two

regional training workshops are analyzed and presented in Chapter III. There is also a discussion of the written comments and suggestions made by the workshop participants. The conclusions and recommendations of this report are offered in Chapter IV.

II. PROGRAM ACTIVITIES

During the 1985-86 school year, the following activities were conducted by the staff of "100 Schools Program" at Teachers College, Columbia University:

NEEDS ASSESSMENT SURVEY

Telephone interviews were conducted for needs assessment purposes with classroom teachers and food service personnel from the designated "100 Schools." These interviews attempted to clarify the following:

- The existing interests and abilities of the students, as well as their prior exposure to nutrition education.
- What specific resource materials from the NERP would be of utility to the teachers and food service personnel involved.
- The interests and nutrition education needs of these teachers and food service personnel.

Data from this survey were to be used at the end of the school year to write a planning document for use by both the Division of Curriculum Development and Support, Office of Health, Physical Education, and School Sports and the Office of School Food and Nutrition Services.

CLASS TRIP TO NERP

For the 1985-86 school year, 94 classes were scheduled to visit NERP. By the end of the school year, 86 classes had visited the resource center at Teachers College. There were eight cancellations due to teacher illness, bus malfunction, inclement weather, or scheduling difficulties. Classes scheduled

for a visit were sent a pre-visit packet of materials including posters, suggested nutrition lessons, and references where films and books could be obtained.

The class visit itself was two and one-half hours long. Anywhere from one to eight parents usually accompanied the class. The class visit to the resource project included three distinct activities. First, there was a discussion and activity session in which underlying themes and concepts were introduced to the students. Second, there was an exhibit exploration and hands-on activity to reinforce the themes of the discussion period. Third, there was a food preparation and tasting activity.

Post-visit materials were made available to the teachers and their classes, including cookbooks, follow-up lesson plans, and the use of the NERP lending library, including books and films.

PARENT NUTRITION EDUCATION NEWSLETTER

As of May 1st, 1986, five issues of The Good Food News had been distributed to 2,500 parents of students from classes participating in the "100 Schools Program" via the classroom teachers. These newsletters provided information on sound food purchasing and preparation practices, Federal food programs, and other food programs in New York (e.g., Senior Citizens Meals, Emergency Food Programs, etc.). The newsletter was printed in both English and Spanish.

TELEPHONE NUTRITION HOTLINE

A telephone hotline was set up for those teachers and

parents receiving The Good Food News to answer questions about nutrition issues and food assistance programs discussed in the newsletter. Provision was made for a Spanish-speaking nutrition expert to be available to answer questions at least one day a week. Personnel at NERP report that to date this service received only one telephone inquiry arising from information presented in the newsletter.

REGIONAL TRAINING WORKSHOPS

Two regional training workshops were conducted on April 8th and 10th at Teachers College in collaboration with the NERP as part of the "100 Schools Program." The April 8th date was reserved for participants from schools in the Bronx and Manhattan, while April 10th was for those from Brooklyn, Queens, and Staten Island.

From each of the participating "100 Schools," two food service personnel and two staff members were invited to attend the workshop. The invitation specified one teacher of grades K-3, and an additional staff member from a related field who could serve as a resource trainer (i.e., science teacher, health education cluster teacher, etc.) On April 8th there were 62 participants (17 teachers, 41 food service personnel, and four other school personnel), while on April 10th there were 46 participants (23 teachers and 23 food service personnel).

These workshops stressed the overall goals and techniques of the "100 Schools Program" and provided a forum for the introduction of several new nutrition education materials. These

goals emphasized the promotion of a school-wide plan for nutrition education by improving classroom instruction in this topic, and by improving the link between the classroom and food services. Workshop organizers introduced and distributed materials including the much acclaimed and newly revised supplemental curriculum "Nutrition Comes Alive" (grades K-3), which was developed by the Division of Nutritional Sciences of Cornell University. In addition, an instructional package of nutrition education materials was distributed to participants.

III. FINDINGS

PARTICIPANTS' EVALUATION OF REGIONAL TRAINING WORKSHOPS

A workshop evaluation questionnaire was developed by the New York City Board of Education's Division of Curriculum and Instruction, Office of Health, Physical Education, and School Sports in order to obtain each participant's assessment of the quality of the workshop. Each participant was asked to complete an evaluation questionnaire at the end of the workshop in order to assist the workshop organizers in modifying and improving future training activities.

Participants were asked to answer six questions pertaining to how effectively they thought the workshop achieved its goals in presenting its subject matter, and how useful they found the presentation to be. Prticipants were required to respond on a scale from "Strongly Disagree" (1) to "Strongly Agree" (5).

Both the questions asked and the mean scores of the responses for workshops held on April 8th, April 10th and the combined set from both dates can be viewed in Tables 1, 2, and 3 respectively. Tables 1 through 3 show that, overall, the responses were quite positive. All mean scores fell between "Agree" (4) and "Strongly Agree" (5). In no case was the mean response less that 4.3.

TABLE 1

Mean Participant Evaluation Scores
For April 8th Workshop

	N	MEAN[a]	S.D.
I Achievement of Objectives			
The following workshop performance objectives were achieved:			
A. Providing information on nutritional needs of children	62	4.5	.7
B. Integrating nutritional education with other subject areas	62	4.5	.6
C. Classroom approaches to nutrition education	62	4.6	.5
D. Linking the classroom with the school cafeteria	62	4.3	.8
II Workshop Organization			
A. The content presented was useful for improving classroom instruction	62	4.3	.7
B. I plan to use the content and/or materials of this workshop in my instructional program	62	4.5	.5

[a] Rating Scale: 5=Strongly Agree; 4=Agree; 3=Undecided; 2=Disagree; 1=Strongly Disagree

- All items were rated very positively

TABLE 2

Mean Participant Evaluation Scores
For April 10th Workshop

	N	MEAN[a]	S.D.
I Achievement of Objectives			
The following workshop performance objectives were achieved:			
A. Providing information on nutritional needs of children	46	4.6	.7
B. Integrating nutritional education with other subject areas	46	4.5	.7
C. Classroom approaches to nutrition education	46	4.7	.5
D. Linking the classroom with the school cafeteria	46	4.6	.5
II Workshop Organization			
A. The content presented was useful for improving classroom instruction	46	4.5	.5
B. I plan to use the content and/or materials of this workshop in my instructional program	46	4.5	.5

[a] Rating Scale: 5=Strongly Agree; 4=Agree; 3=Undecided; 2=Disagree; 1=Strongly Disagree

- All items were rated very positively

TABLE 3

Mean Participant Evaluation Scores
For Combined April 8th and 10th Workshops

	N	MEAN[a]	S.D.
I Achievement of Objectives			
The following workshop performance objectives were achieved:			
A. Providing information on nutritional needs of children	108	4.6	.7
B. Integrating nutritional education with other subject areas	108	4.5	.7
C. Classroom approaches to nutrition education	108	4.6	.3
D. Linking the classroom with the school cafeteria	108	4.5	.7
II Workshop Organization			
A. The content presented was useful for improving classroom instruction	108	4.4	.6
B. I plan to use the content and/or materials of this workshop in my instructional program	108	4.5	.5

[a] Rating Scale: 5=Strongly Agree; 4=Agree; 3=Undecided; 2=Disagree; 1=Strongly Disagree

- All items were rated very positively

Pie Chart of Combined Mean Responses

Using the combined responses for both the April 8th and April 10th workshops, an exploded pie chart was constructed for each of the six questions to more graphically portray the distribution of responses. The relative percentage of each response is also given alongside its "slice" of the pie. See figures 1 through 6.

PARTICIPANTS' COMMENTS AND RECOMMENDATIONS

The workshop evaluation forms asked participants to give written responses to the last two questions. Question III asked "What important teaching approach or nutrition-promotion idea did you learn about today?" Question IV simply asked for "Recommendations and Comments."

Of those April 8th workshop participants who filled out workshop evaluation forms, 70.1 percent gave a written response to questions III and IV. Among those who participated in the April 10th workshop, 82.6 percent gave written responses to questions III and IV.

Discussion of Positive Comments

Some 58 percent of all such written responses could be classified as generally positive. Some 25 of these came from food service personnel, while 23 came from teachers.

1. Of these, 27 percent (14 food service personnel, eight teachers) liked the stress on the united efforts of teachers, food service personnel, coordinators, and administrators in improving nutrition education.

2. About 10 percent (two food service personnel, six teachers) liked the program's emphasis on "hands on" experience for children in nutrition education.

3. About 10 percent (three food service personnel, five teachers) were impressed with the new curriculum's stress on cross-disciplinary approaches to introducing nutrition to the students.

4. About seven percent (four food service personnel, two teachers) were favorably impressed by the actual nutritional information presented in the workshop, or thought that this should be expanded.

5. About four percent (two food service personnel, one teacher) were favorably impressed with the new nutrition curriculum guide book, "Nutrition Comes Alive."

6. About four percent (two food service personnel, one teacher) liked the concept of the school "nutrition committee" and the participation of school children in planning the school menu.

7. Two teachers (2.4 percent) were pleased by the program's improved nutrition education resource center, especially with its lending library for books, posters, and films.

Discussion of Negative Comments

Thirteen responses, or about 16 percent of all responses were generally negative, or critical. The most common criticisms addressed themselves to the actual presentation of the workshop.

1. While two respondents wanted longer workshops in order to more thoroughly cover the nutrition information presented, one respondent thought the presentations were "too technical."

2. However, ten percent (one food service personnel, seven teachers) complained that the materials presented were in many cases merely read directly from the booklet that had already been distributed. There were specific requests for more group participation, organized discussions, and question-and-answer

dialogue. In the words of one respondent, "Teachers can read!"

3. One food service respondent felt that the materials presented were too oriented toward the classroom, with not enough input from food service personnel, or attention to their role in promoting awareness of good nutrition in the schools.

Discussion of Suggestion and Comments

Almost 30 percent of the written responses to questions III and IV were essentially suggestions for improving either the workshops, or the Nutrition Education and Training Program itself.

1. About four percent (three food service personnel) suggested that this kind of nutrition education program be expanded to include older children, and even teenagers.

2. Two teachers (2.4 percent) suggested that school administrators also be invited to such workshops, so as (in the words of one respondent) "to get the ball rolling."

3. One food service personnel suggested that the "Nutrition Comes Alive" curriculum guide be made widely available to food service managers throughout the city.

4. About seven percent (three food service personnel, three teachers) suggested that the workshop program be enlarged so that all the schools in the city could fully participate.

5. One respondent suggested that nutrition information be sent home to the parents.

6. Another thought that the food sold in the school vending ma should be changed.

PARENT NUTRITION EDUCATION NEWSLETTER PRE- AND POSTTEST

In an attempt to evaluate the effectiveness of the parent nutrition education newsletter, The Good Food News, a pretest evaluation questionnaire was distributed to 15 of the 94 participating classes in February, 1986, and a posttest was sent to the same classes later that year in May. Both questionnaires were in English and Spanish. The pretest asked the parents about their knowledge of nutrition, food preparation, food shopping habits, family demographic information, and their involvement in food assistance programs. The posttest attempted to ascertain if parents who read the newsletters became more knowledgeable regarding nutritional matters. The response rate for the pretest was 68 percent and 28 percent for the posttest. The responses on those posttests that were returned were generally quite positive, with many parents indicating that they read the articles, tried the recipes, and discussed the class trip with their children.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Regional Training Workshops

In general, those who participated in the regional training workshops responded positively to questions concerning the achievement of stated workshop objectives, the appropriateness of the materials presented, and the efficiency of the presentation itself.

In Sections III and IV of the workshop evaluation forms, written responses were elicited. It is worth noting that these two sections had a combined response rate of 76 percent of all participants.

Approximately 58 percent of all comments in these two sections were generally positive. Of these, the most common responses were a favorable impression of: the stress on a combined effort among teachers, food service personnel, science coordinators, etc.; the emphasis on "hands on" experience for children in nutrition education; and the new curriculum guide, "Nutrition Comes Alive."

About 16 percent of the responses in these two sections were of a negative or critical nature. However, the most common complaints dealt with the presentation of the workshop materials, rather than the information presented or the stated goals of the workshop.

The remaining comments were in the nature of suggestions,

and could be indirectly viewed as positive in nature, in that almost all of them suggested various ways in which the Nutrition Education Program might be expanded. It was suggested that the following be included in the target population: older children and teenagers; all the elementary schools and teachers of the city; and school administrators.

Other Program Activities

Based on the findings of this evaluation, major conclusions concerning the other components of the Nutrition Education and Training Program are as follows:

- The needs assessment survey conducted over the telephone earlier this school year was said by NERP staff to have been invaluable for planning purposes.
- The responses of teachers and students to the class trip to the NERP resource center at Teachers College was invariably very positive.
- Based on the pre- and posttest findings, the parent nutrition education newsletter, The Good Food News, demonstrated itself to be a relatively effective means of bringing home to the parents valuable information concerning good nutrition, participating in food programs, etc.
- The response from classroom teachers, health education cluster teachers, and food service personnel concerning the content and organization of the newly revised supplemental curriculum "Nutrition Comes Alive" (grades K-3) was overwhelmingly positive.

RECOMMENDATIONS

On the basis of the findings of this evaluation, it is recommended that in general, the "100 Schools Program" component of Nutrition Education and Training Program be continued, with following specific recommendations:

- The regional training workshops for teachers and food service personnel from participating schools be continued, but that they be conducted in the first half of the school year. The last few months of the school year are very busy ones for teachers, and many had difficulty attending the workshops held in April. Also, by conducting these workshops in the autumn, teachers and food service personnel would have a much greater portion of the school year to implement the nutritional knowledge and teaching concepts presented.

- Keeping in mind the suggestions made by the workshop participants, it is recommended that the presentation of regional training workshops be altered to include more organized discussions, and question-and-answer dialogue, rather than long periods in which the presentation is merely read from the curriculum book.

- Continue publishing and distributing The Good Food News educational newsletter to the parents of students in the participating classes.

- Continue to monitor the impact of The Good Food News upon its target population, with the aim of developing it into an even more effective instrument for communicating sound nutritional information and attitudes to the parents of the students participating in the program.

- Continue conducting class visits to the NERP at Teachers College as a flexible and effective method of utilizing the resources there, and engaging the interest of the students, parents and teachers in the concepts and practices of sound nutrition.

- Given the fact that the Telephone Nutrition Hotline only received one call, it is recommended that this service be re-evaluated with an eye towards redeploying the manpower currently devoted to this service to some other more effective method of augmenting the information provided to the parents in The Good Food News.

END

U.S. DEPT. OF EDUCATION

OFFICE OF EDUCATIONAL
RESEARCH AND
IMPROVEMENT (OERI)

ERIC

DATE FILMED

JUNE 17 1987